

4th Grade **dance** USOE Fine Arts **Rainbow Chart**

Fourth - Page 1		Moving		Investigating		Creating	Contextualizing
Previously mastered <i>grade level skills</i>	Elements of Dance <i>with definitions</i>	Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Knowledge of body Basic locomotor and axial movement skills. Listen to signals and respond to movement directions, conditioning principles (balance, strength, flexibility, endurance, alignment), duplicate movement, memorize sequences, isolation of body parts, joint articulation, relationship of bodily skills to time, space, and energy	BODY / MIND <i>The body is the instrument of dance</i> Warm-up <i>A series of exercises/movement to ready the mind and body</i> Locomotor Steps <i>Steps that travel through space</i> Axial Movement <i>Movement that revolves around the axis and is performed in place</i> Alignment <i>Body placement or posture</i>	Warm-up* Conditioning Principles <ul style="list-style-type: none"> • Strength • Flexibility • Stability • Endurance • Alignment • Coordination 	Explore the joy of moving the body.	Explore movement that incorporates balance strength, flexibility, endurance and alignment. video	Improvise using movement with balance, strength, flexibility, endurance and alignment.	Choreograph a short warm up phrase using balance, strength, endurance, flexibility, and alignment.	Lead class in choreographed warm-up.
		Body Parts*	Identify and define various joints in the body.	Explore the potential types of motion at the joints. Involve as many body parts as possible. Identify and define various joints in the body. video	Improvise sequences of movement alone and with a partner focused on joint action.	Create with a partner a joint action dance.	Perform the joint dance. Analyze the quality of motion different joints create. Relate this dance to other genres like hip-hop, tap, and ballet.
	Skills*	Watch and learn a student of teacher created movement phrase or video. Identify locomotor and axial steps. (e.g. skip, turn, jump, stretch)	Create an individual 8 count locomotor axial pattern.	Teach the individual phrase to a partner.	Combine 4 individual phrases to create a 32-count phrase.	Perform group dances. Perceive and reflect.	
Steady beat, tempo, changing tempos, simple rhythms, call and response, meter, accent, non-metric/breathe rhythm, rhythm patterns, note values, changing accents	TIME <i>Defines when one moves</i> Metric Rhythm <i>Grouping of beats in recurring pattern</i> Accent <i>Emphasis that results in a beat being louder or longer than another in a measure.</i> Meter <i>Measure or unit of a metrical verse</i>	Accent*	Explore clapping and moving in place and in space to a steady beat.	Practice changing the accented beat* . video	Improvise an 8-count phrase accenting two beats.	Create a dance repeating the 8 count phrase four times. Vary the space, level, directions, etc. video	Perform an accent dance.

Fourth - Page 2 Previously mastered grade level skills	Elements of Dance with definitions	Moving		Investigating		Creating	Contextualizing
		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Range of movement, shape, levels, direction, symmetry and asymmetry, moving in place and through space, pathways, mapping, negative/positive space, shapes with varying bases of support, counterbalanced shapes	SPACE Defines where one moves Shape <i>The form of the body.</i> Asymmetry <i>Uneven, irregular design</i> Relationships <i>The body's position relative to something or someone</i> Body bases <i>Body parts that support the rest of the body</i>	Shape	Explore off-center, tilting, narrow, and wide based shapes alone, with a partner, and in a small group video	Explore off centered shapes, and movement in place (axial).	Improvise using off centered shapes with a partner.	Create a dance with a partner incorporating off centered and counterbalanced shapes and movements.	Perform partner dance. Discuss the movement solutions of other classmates/dancers.
Performing and sequencing qualities of motion. contrasting qualities, springboard qualities from music and nature	ENERGY Defines how one moves Qualities of motion <i>Characteristics of a movement</i> Dynamics <i>The degree of energy, intensity, or power in the execution of movements</i>	Qualities*	Explore qualities of movement (adding slash, press, dab, hover, and float). video	Practice and expand qualities of movement responding to different pieces of music.	With a partner, improvise using two contrasting energy qualities (e.g. float and dart).	With your partner choreograph a dance incorporating two contrasting energy qualities.	Perform quality dance.
Awareness of self to community, world; and purpose of dance in community, cultural understanding, folk dance, ritual dance Artistic/Creating Skills Creativity, imagination, audience skills Compositional structures Beginning, middle, end; individual, partner; call and response Performance Skills Focus, concentration, kinesthetic, visual, auditory skills increased Life Skills Cooperation, respect following directions, engagement in learning, self-efficacy, turn taking	CULTURAL <i>Individual and family</i> Ritual/Ceremonial Dance <i>A dance that is performed as part of a, ceremony or religious event/ritual</i> Folk Dance <i>Traditional dances of a country which reflect the social customs and norms</i>	Folk Dance*	Watch a pioneer/cultural dance live or recorded and identify locomotor steps	Learn and practice a pioneer/cultural dance.	Improvise using the locomotor steps from the cultural/pioneer dance	Choreograph a 32 count phrase using these steps. In small groups, teach and create a group dance.	Perform group dance. Perceive and reflect.